CollegeBoard AP

GOVERNMENT AND POLITICS

UNITED STATES COMPARATIVE

Course Description

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The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,000 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, visit www.collegeboard.com.

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

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Dear Colleagues:

The College Board has pledged to become a stronger advocate in improving education for America's children. Our nation's college graduation rate is not what it should be and, with your help, we can do something about that. One of the best predictors of college performance is success in an AP® course in high school. A study published by the National Center for Educational Accountability has shown that students who succeed on AP Exams benefit academically with better college graduation rates than their fellows.

In 2006, more than 16,000 schools offered high school students the opportunity to take AP courses, and over 1.3 million students then took the challenging AP Exams. These students felt the power of learning come alive in the classroom, and many earned college credit and placement while still in high school. Behind these students were talented, hardworking teachers who are the heart and soul of the Advanced Placement Program®.

This AP Course Description summarizes the variety of approaches and curricula used in college courses corresponding to the AP course. Teachers have the flexibility to develop their own syllabi and lesson plans, and to bring their individual creativity to the AP classroom. In fact, AP Exams are designed around this flexibility and allow students whose courses vary significantly equal opportunities to demonstrate college-level achievement. Finally, this curricular flexibility is reflected in the AP Course Audit, which identifies elements considered by higher education as essential to a college-level course, providing a consistent standard for disparate AP classes across the world, while not setting forth a mandated AP curriculum.

The College Board is committed to supporting the work of AP teachers. AP workshops and summer institutes, held around the globe, provide stimulating professional development for tens of thousands of teachers each year. The College Board Fellows scholarships provide funds to support many teachers' attendance at these institutes. Teachers and administrators can also visit AP Central, the College Board's online home for AP professionals, at apcentral.collegeboard.com. Here, teachers have access to a growing set of resources, information, and tools, from textbook reviews and lesson plans to electronic discussion groups (EDGs) and the most up-to-date exam information. I invite all teachers, particularly those who are new to the AP Program, to take advantage of these resources.

As we look to the future, the College Board's goal is to broaden access to AP classes while maintaining high academic standards. Reaching this goal will require a lot of hard work. We encourage you to connect students to college and opportunity not only by providing them with the challenges and rewards of rigorous academic programs like AP but also by preparing them in the years leading up to AP courses.

Sincerely,

Gaston Caperton
President
The College Board

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Welcome to the AP® Program

The Advanced Placement Program (AP) is a collaborative effort among motivated students; dedicated teachers; and committed high schools, colleges, and universities. Since its inception in 1955, the Program has enabled millions of students to take college-level courses and exams, and to earn college credit or placement, while still in high school.

Most colleges and universities in the United States, as well as colleges and universities in more than 40 other countries, have an AP policy granting incoming students credit, placement, or both on the basis of their AP Exam grades. Many of these institutions grant up to a full year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP grades.

Each year, an increasing number of parents, students, teachers, high schools, and colleges and universities turn to the AP Program as a model of educational excellence.

More information about the AP Program is available at the back of this Course Description and at AP Central, the College Board's online home for AP professionals (apcentral.collegeboard.com). Students can find more information at the AP student site (www.collegeboard.com/apstudents).

AP Courses

Thirty-seven AP courses in a wide variety of subject areas are available now. A committee of college faculty and master AP teachers designs each AP course to cover the information, skills, and assignments found in the corresponding college course. See page 2 for a complete list of AP courses and exams.

AP Exams

Each AP course has a corresponding exam that participating schools worldwide administer in May (except for AP Studio Art, which is a portfolio assessment). AP Exams contain multiple-choice questions and a free-response section (either essay or problem solving).

AP Exams are a culminating assessment in all AP courses and are thus an integral part of the Program. As a result, many schools foster the expectation that students who enroll in an AP course will take the corresponding AP Exam. Because the College Board is committed to providing access to AP Exams for homeschooled students and students whose schools do not offer AP courses, it does not require students to take an AP course prior to taking an AP Exam.

AP Course Audit

The AP Course Audit was created at the request of secondary school and college and university members of the College Board who sought a means to provide teachers and administrators with clear guidelines on the curricular and resource requirements that must be in place for AP courses. The AP Course Audit also helps colleges and universities better interpret secondary school courses marked "AP" on students' transcripts. To receive authorization from the College Board to label a course "AP," schools must demonstrate how their courses meet or exceed these requirements, which colleges and universities expect to see within a college-level curriculum.

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The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled "AP." Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the "AP" designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

Complete information about the AP Course Audit is available at AP Central.

AP Courses and Exams

Art
Art History
Studio Art: 2-D Design
Studio Art: 3-D Design
Studio Art: Drawing

Biology

Calculus
Calculus AB
Calculus BC

Chemistry

Chinese Language and Culture

Computer Science
Computer Science A
Computer Science AB

Economics
Macroeconomics
Microeconomics

English
English Language and Composition
English Literature and Composition

Environmental Science

French
French Language
French Literature

German Language

Government and Politics
Comparative Government and Politics
United States Government and Politics

History
European History
United States History
World History

Human Geography

Italian Language and Culture

Japanese Language and Culture

Latin
Latin Literature
Latin: Vergil

Music Theory

Physics
Physics B
Physics C: Electricity and Magnetism
Physics C: Mechanics

Psychology

Spanish
Spanish Language
Spanish Literature

Statistics

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AP Government and Politics

INTRODUCTION

The Advanced Placement Program (AP) offers two courses and exams in government and politics. Each is intended for qualified students who wish to complete studies in secondary school equivalent to a one-semester college introductory course in *United States* government and politics or in *comparative* government and politics. Each exam presumes at least one semester of college-level preparation. This book describes the areas covered by similar college courses; the two exams cover these areas as well.

The material included in this Course Description and the two exams is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed therein. The material has been selected by political scientists who serve as members of the AP Government and Politics Development Committees. In their judgment, the content reflects important aspects of college courses of study. The exams are representative of these courses and are therefore appropriate tools to measure skills and knowledge in the fields of government and politics.

THE COURSES

An introductory college course in United States government and politics or in comparative government and politics is generally one semester in length. In both subject areas there is considerable variety among the courses offered by colleges. In terms of content, there is no specific college course curriculum that an AP course in United States Government and Politics or in Comparative Government and Politics must follow. Therefore, the aim of an AP course should be to provide the student with a learning experience equivalent to that obtained in most college introductory U.S. or comparative government and politics courses.

Teaching AP Government and Politics

The description of AP United States Government and Politics is offered first, followed by AP Comparative Government and Politics. There is no prescribed sequence of study, and a school with students taking one of the two exams is not required to have students also taking the other. If, however, a school wishes to prepare students for both AP Government and Politics Exams, there are three possible approaches, each with advantages and disadvantages. The instructor may decide to schedule the AP United States Government and Politics course first because of greater student familiarity with that subject and the consequent ease of introducing political science concepts in the context of familiar institutions and practices. Alternatively, the instructor may prefer to start with Comparative Government and Politics in order to benefit from student interest in a less familiar subject. Also, because the May AP Exam date can constrict a second semester, a teacher may decide to present the comparative government course first. In this case, students will have a longer period in which to prepare for an exam that is bound to include less familiar material. Finally, some AP instructors have successfully used a third alternative: they teach the two courses simultaneously, covering United States Government and Politics three days each week

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and Comparative Government and Politics the other two. Teachers can thus emphasize the comparative dimensions, drawing contrasts between political experiences and institutions in the United States and other countries. Schools and instructors should weigh the advantages and disadvantages of each approach.

The Teachers' Resources section of AP Central (apcentral.collegeboard.com) offers reviews of textbooks, articles, Web sites, and other teaching resources. The electronic discussion groups (EDGs) accessible through AP Central also provide a moderated forum for exchanging ideas, insights, and practices among members of the AP professional community.

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United States Government and Politics

THE COURSE

A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Certain topics are usually covered in all college courses. The following is a discussion of these topics and some questions that should be explored in the course.

Goals

Students successfully completing this course will:

- know important facts, concepts, and theories pertaining to U.S. government and politics
- understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures)
- be able to analyze and interpret basic data relevant to U.S. government and politics

To help students meet these goals, the course should cover the following topics.

Topics

I. Constitutional Underpinnings of United States Government

The study of modern politics in the United States requires students to examine the kind of government established by the Constitution, paying particular attention to federalism, the separation of powers, and checks and balances.

Understanding these developments involves both knowledge of the historical situation at the time of the Constitutional Convention and an awareness of the ideological and philosophical traditions on which the framers drew. Such understanding addresses specific concerns of the framers: for example, why did Madison fear factions? What were the reasons for the swift adoption of the Bill of Rights? Familiarity with the United States Supreme Court's interpretation of key provisions of the Constitution will aid student understanding of theoretical and practical features of federalism, separation of powers, and checks and balances. Students should be familiar with a variety of theoretical perspectives relating to the Constitution, such as democratic theory, theories of republican government, pluralism, and elitism.

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II. Political Beliefs and Behaviors

Individual citizens hold a variety of beliefs about their government, its leaders, and the U.S. political system in general; taken together, these beliefs form the foundation of U.S. political culture. It is important for students to understand how these beliefs are formed, how they evolve, and the processes by which they are transmitted. Students should know why U.S. citizens hold certain beliefs about politics, and how families, schools, and the media act to perpetuate or change these beliefs. Understanding the ways in which political culture affects and informs political participation is also critical. For example, students should know that individuals often engage in multiple forms of political participation, including voting, protest, and mass movements. Students should understand why individuals engage in various forms of political participation and how that participation may affect the political system.

Finally, it is essential that students understand what leads citizens to differ from one another in their political beliefs and behaviors and the political consequences of these differences. To understand these differences, students should focus on the demographic features of the American population and the different views that people hold of the political process. They should be aware of group differences in political beliefs and behavior. Students should also understand how changes in political participation affect the political system.

III. Political Parties, Interest Groups, and Mass Media

Students should understand the mechanisms that allow citizens to organize and communicate their interests and concerns. Among these are political parties, elections, political action committees (PACs), interest groups, and the mass media. Students should examine the significance of the historical evolution of the U.S. party system, the functions and structures of political parties, and the effects they have on the political process. Examination of issues of party reform and of campaign strategies and financing in the electronic age provides students with important perspectives. A study of elections, election laws, and election systems on the national and state levels will help students understand the nature of both party and individual voting behavior. Treatment of the development and the role of PACs in elections and the ideological and demographic differences between the two major parties, as well as third parties, forms an important segment of this material.

Students must also consider the political roles played by a variety of lobbying and interest groups. Important features of this section of the course include an explanation for why some interests are represented by organized groups while others are not, and the consequences of this difference in representation. Students study what interest groups do, how they do it, and how this affects both the political process and public policy. Why are certain segments of the population able to exert pressure on political institutions and actors in order to obtain favorable policies?

The media are a major force in U.S. politics. Students are expected to understand the role of the media in the political system. In addition, the impact of the media on public opinion, voter perceptions, campaign strategies, electoral outcomes, agenda development, and the images of officials and candidates should be explored and understood by students. Understanding the often symbiotic and frequently conflictual

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relationship among candidates, elected officials, and the media is also important. Students should be aware of the goals and incentives of the media as an industry and how those goals influence the nature of news coverage. They should also understand the consequences of the increasing concentration of major media outlets in fewer hands, as well as the growing role of the Internet.

IV. Institutions of National Government

Students must become familiar with the organization and powers, both formal and informal, of the major political institutions in the United States—the Congress, the presidency, the bureaucracy, and the federal courts. Students should understand that these are separate institutions sharing powers and the implications of that arrangement. The functions these institutions perform and do not perform, as well as the powers that they do and do not possess, are important. It is necessary for students to understand that power balances and relationships between these institutions may evolve gradually or change dramatically as a result of crises. Students are also expected to understand ties between the various branches of national government and political parties, interest groups, the media, and state and local governments. For example, a study of the conflicting interests and powers of the President and Congress may help explain repeated struggles to adopt a national budget.

V. Public Policy

Public policy is the result of interactions and dynamics among actors, interests, institutions, and processes. The formation of policy agendas, the enactment of public policies by Congress and the President, and the implementation and interpretation of policies by the bureaucracy and the courts are all stages in the policy process with which students should be familiar. Students should also investigate policy networks and issue networks in the domestic and foreign policy areas. The study of these will give students a clear understanding of the impact of federalism, interest groups, parties, and elections on policy processes and policymaking in the federal context. Students should be familiar with major public policies.

VI. Civil Rights and Civil Liberties

An understanding of United States politics includes the study of the development of individual rights and liberties and their impact on citizens. Basic to this study is an analysis of the workings of the United States Supreme Court and familiarity with its most significant decisions. Students should examine judicial interpretations of various civil rights and liberties such as freedom of speech, assembly, and expression; the rights of the accused; and the rights of minority groups and women. For example, students should understand the legal, social, and political evolution following the Supreme Court's decisions regarding racial segregation. Students should also be aware of how the Fourteenth Amendment and the doctrine of selective incorporation have been used to extend protection of rights and liberties. Finally, it is important that students be able to assess the strengths and weaknesses of Supreme Court decisions as tools of social change.

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Curriculum Outline

Below is an outline of the major content areas covered by the AP Exam in United States Government and Politics. The multiple-choice portion of the exam is devoted to each content area in the approximate percentages indicated. The free-response portion of the exam will test students in some combination of the six major categories outlined below. The outline is a guide and is by no means an exhaustive list of topics or the preferred order of topics.

Content Area	*Percentage Goals for Exam (multiple-choice section)*
I. Constitutional Underpinnings of United States Government	5–15%
A. Considerations that influenced the formulation and adoption of the Constitution	
B. Separation of powers	
C. Checks and balances	
D. Federalism	
E. Theories of democratic government	
II. Political Beliefs and Behaviors	10–20%
A. Beliefs that citizens hold about their government and its leaders	
B. Processes by which citizens learn about politics	
C. The nature, sources, and consequences of public opinion	
D. The ways in which citizens vote and otherwise participate in political life	
E. Factors that influence citizens to differ from one another in terms of political beliefs and behaviors	
III. Political Parties, Interest Groups, and Mass Media	10–20%
A. Political parties and elections	
1. Functions	
2. Organization	
3. Development	
4. Effects on the political process	
5. Electoral laws and systems	
B. Interest groups, including political action committees (PACs)	
1. The range of interests represented	
2. The activities of interest groups	
3. The effects of interest groups on the political process	
4. The unique characteristics and roles of PACs in the political process	
C. The mass media	
1. The functions and structures of the news media	
2. The impacts of the news media on politics	
3. The news media industry and its consequences	

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Content Area	*Percentage Goals for Exam (multiple-choice section)*
IV. Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts	35–45%
A. The major formal and informal institutional arrangements of power	
B. Relationships among these four institutions and varying balances of power	
C. Linkages between institutions and the following:	
1. Public opinion and voters	
2. Interest groups	
3. Political parties	
4. The media	
5. State and local governments	
V. Public Policy	5–15%
A. Policymaking in a federal system	
B. The formation of policy agendas	
C. The role of institutions in the enactment of policy	
D. The role of the bureaucracy and the courts in policy implementation and interpretation	
E. Linkages between policy processes and the following:	
1. Political institutions and federalism	
2. Political parties	
3. Interest groups	
4. Public opinion	
5. Elections	
6. Policy networks	
VI. Civil Rights and Civil Liberties	5–15%
A. The development of civil liberties and civil rights by judicial interpretation	
B. Knowledge of substantive rights and liberties	
C. The impact of the Fourteenth Amendment on the constitutional development of rights and liberties	

THE EXAM

The AP United States Government and Politics Exam is 2 hours and 25 minutes long. It includes a 45-minute multiple-choice section consisting of 60 questions and a 100-minute free-response section consisting of 4 questions.

Sample Multiple-Choice Questions

The following sample questions reflect both the topics and the levels of difficulty in questions found in the actual exam.

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Students often ask whether they should guess on the multiple-choice section. Haphazard or random guessing is unlikely to improve scores because one-fourth of a point is subtracted from the score for each incorrect answer. But students who have some knowledge of the question and can eliminate one or more choices will usually find it advantageous to select the best answer from the remaining choices. An answer key to the sample multiple-choice questions is on page 18.

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case and then fill in the corresponding oval on the answer sheet.

1. In the organization of government, the principle of federalism is illustrated best by the

   (A) President's power as commander in chief
   (B) separation of powers between the United States Supreme Court and Congress
   (C) representation system for electing senators
   (D) qualifications for the office of President
   (E) federal bureaucracy

2. All of the following contribute to the success of incumbent members of Congress in election campaigns EXCEPT:

   (A) Incumbents usually raise more campaign funds than do their challengers.
   (B) Incumbents tend to understand national issues better than do their challengers.
   (C) Incumbents are usually better known to voters than are their challengers.
   (D) Incumbents can use legislative staff to perform campaign services.
   (E) Incumbents often sit on committees that permit them to serve district interests.

3. The voting patterns of members of Congress correlate most strongly with

   (A) the population density of their districts
   (B) their economic background
   (C) their educational level
   (D) their political party affiliation
   (E) the location of their districts

4. The Constitution and its amendments expressly prohibit all of the following EXCEPT

   (A) slavery
   (B) double jeopardy
   (C) cruel and unusual punishment
   (D) unreasonable searches and seizures
   (E) sex discrimination in employment

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5. In vetoing a bill, the President does which of the following?

   (A) Rejects only a part of the bill without rejecting it entirely.
   (B) Prevents any further action on the bill.
   (C) Sends the bill back to conference committee.
   (D) Rejects all sections of the bill.
   (E) Decides the bill's constitutionality.

6. All of the following are true about the relationship between regulatory agencies and the industries they regulate EXCEPT:

   (A) Agency employees are often recruited from the regulated industry.
   (B) Agencies often rely on support from regulated industries in making budget requests before Congress.
   (C) An agency's relationship with a regulated industry may change when a new President takes office.
   (D) Agencies usually make decisions without consulting the regulated industry.
   (E) Agency employees often are employed by the regulated industry once they leave the agency.

7. The largest source of federal revenue is the

   (A) capital gains tax
   (B) Social Security tax
   (C) property tax
   (D) income tax
   (E) sales tax

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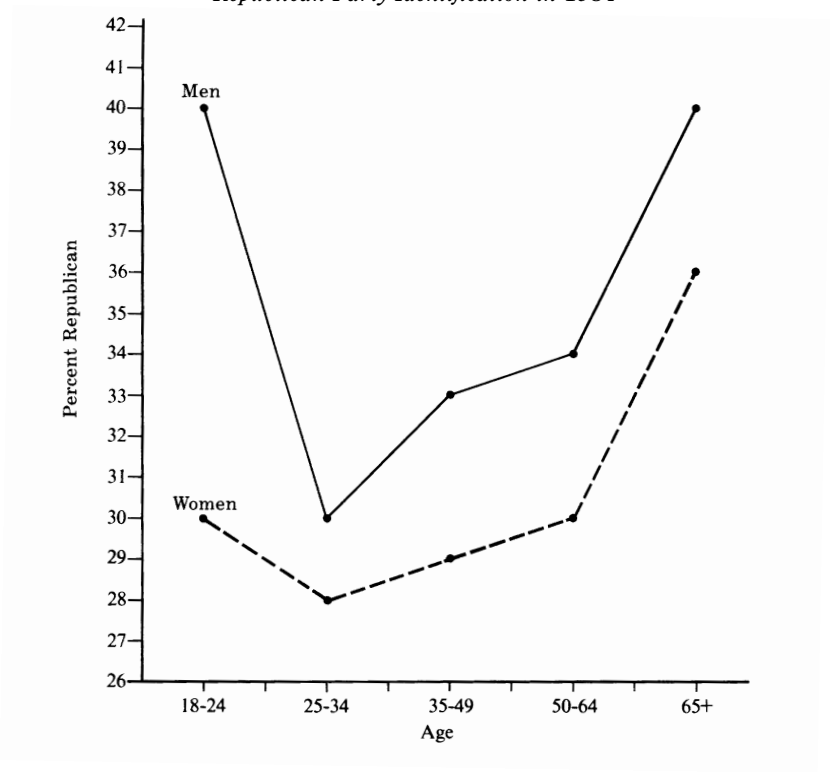
Republican Party Identification in 1984



8. The chart above supports which of the following conclusions?

   (A) A majority of the men polled identified with the Republican party.
   (B) More men than women voted for Ronald Reagan in 1984.
   (C) The younger a man was, the more likely he was to identify himself as a Democrat.
   (D) The Geraldine Ferraro vice-presidential candidacy caused many formerly Republican women to identify with the Democrats.
   (E) The gender gap among those who identified with the Republican party was narrowest for those between 25 and 34 years of age.

9. In *Brown v. Board of Education of Topeka,* the Supreme Court established which of the following principles?

   (A) A school official can search a student for drugs.
   (B) Everyone must go to school at least until the age of 16.
   (C) Tuition for private schools cannot be tax deductible.
   (D) Separation of students by race, even in equally good schools, is unconstitutional.
   (E) A moment of silent prayer at the beginning of the school day is allowable under the First Amendment.

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10. Which of the following statements about Democrats and Republicans is true?

    (A) City dwellers are more likely to call themselves Republicans than Democrats.
    (B) Republicans are more likely than Democrats to label themselves "conservatives."
    (C) African American citizens are more likely to call themselves Republicans than Democrats.
    (D) Republicans are more likely than Democrats to believe that adequate medical care should be guaranteed by the federal government.
    (E) People in working-class occupations are more likely to call themselves Republicans than Democrats.

11. Of the following groups of eligible voters, which is least likely to vote?

    (A) The young with low education levels
    (B) The middle-aged with low education levels
    (C) Middle-aged and older women
    (D) Blue-collar workers
    (E) Middle-class African American citizens

12. All of the following were concerns about the Articles of Confederation that led to the calling of the Constitutional Convention of 1787 EXCEPT

    (A) dissatisfaction over safeguards of individual rights and liberties
    (B) fear for the stability of the central government
    (C) desire to promote trade among the states
    (D) the need to give the central government the power to levy taxes
    (E) dissatisfaction with the central government's ability to provide for national defense

13. A member of the House of Representatives who wishes to be influential in the House itself would most likely seek a place on which of the following committees?

    (A) Agriculture
    (B) International Relations
    (C) Transportation and Infrastructure
    (D) Rules
    (E) Veterans' Affairs

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14. Political parties serve which of the following functions in the United States?

    I. Informing the public about political issues
    II. Mobilizing voters and getting them to the polls
    III. Organizing diverse interests within society
    IV. Establishing the rules governing financial contributions to political candidates

    (A) II only
    (B) I and II only
    (C) III and IV only
    (D) I, II, and III only
    (E) I, III, and IV only

15. The primary election system of selecting presidential candidates has had which of the following effects?

    (A) It has increased the importance of state party organizations.
    (B) It has loosened the hold of party leaders over the nomination process.
    (C) It has reduced the role of citizens in the candidate selection process.
    (D) It has lowered the cost of running for office.
    (E) It has led to a decline in the importance of party voter-registration drives.

16. Of the following, which best predicts the likelihood that citizens will vote?

    (A) Their race
    (B) Their religion
    (C) Their educational level
    (D) Their gender
    (E) Their region of residence

17. In the United States, which of the following is a rule on voting found in the Constitution or its amendments?

    (A) No person may be denied the right to vote merely for lack of either state or federal citizenship.
    (B) No person eighteen years of age or older may be denied the right to vote on account of age.
    (C) No person may be denied the right to vote merely because he or she has previously served a prison sentence.
    (D) A state may not establish a residency requirement for voting.
    (E) A state may require a person to pay a poll tax in order to register to vote.

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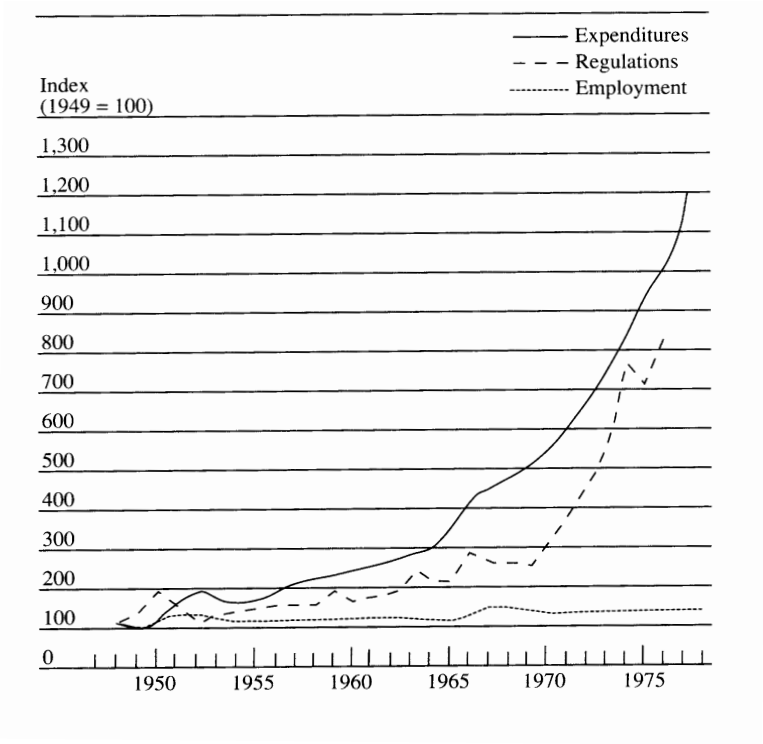
Questions 18–19 refer to the chart below.

Federal Government Growth: Money, Rules, and People, 1948–1978



18. Which of the following statements about the federal government between 1948 and 1978 is supported by the chart?

    (A) Federal government spending increased primarily to keep pace with increasing employment.
    (B) Short-term decreases in the number of federal regulations led to decreases in spending and employment.
    (C) The bulk of the increase in federal spending resulted from wage increases.
    (D) A relatively stable number of employees administered larger federal budgets and enforced more regulations.
    (E) The high cost of regulation prevented the federal government from hiring more workers.

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Refer to the chart on page 15 to answer question 19.

19. Which of the following public policy problems is most likely to result from the situation shown in the chart?

    (A) Government employees may become responsible for larger bodies of regulation than they can effectively monitor.
    (B) Regulations may apply to an increasingly small portion of industry as the economy grows.
    (C) Governmental hiring patterns may draw too many educated workers from the private sector.
    (D) The influence of special-interest groups may increase as the number of federal employees grows.
    (E) Increases in the number of federal employees may necessitate the construction of new and expensive federal facilities.

20. Which of the following is argued by James Madison in *The Federalist* paper number 10?

    (A) A system of republican representation helps to limit the excesses of factionalism.
    (B) Small republics are better able to ensure individual liberty than are large republics.
    (C) The presence of a few large factions helps to protect the rights of minorities.
    (D) Participatory democracy is the surest way to prevent tyranny.
    (E) The elimination of the causes of factionalism is the best protection against tyranny.

21. An interest group is most likely to have influence in Congress when the issue at stake

    (A) is narrow in scope and low in public visibility
    (B) is part of the President's legislative package
    (C) has been dramatized by the media
    (D) engages legislators' deeply held convictions
    (E) divides legislators along party lines

22. Federal spending for which of the following is determined by laws that lie outside the regular budgetary process?

    (A) Military procurement
    (B) Regulatory agency funding
    (C) Government-subsidized housing programs
    (D) Educational assistance programs such as student loans
    (E) Entitlement programs such as Social Security

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Patterns of Group Voting

Percent for Reagan—1980 and 1984

Age	*1980*	*1984*	*% Change*	*Religion*	*1980*	*1984*	*% Change*
18–29	44%	59%	+15%	Protestant	59%	69%	+10%
30–44	56%	58%	+ 2%	Catholic	50%	56%	+ 6%
45–59	56%	61%	+ 5%	Jewish	39%	33%	– 6%
60 and over	55%	64%	+ 9%				
Sex				*Ethnicity*			
Men	57%	62%	+ 5%	White	57%	66%	+ 9%
Women	47%	58%	+11%	Black	11%	9%	– 2%
				Hispanic	34%	34%	—

23. Which of the following can be concluded from the figures in the table above?

    (A) Catholic and Hispanic voters gave Reagan a lower level of support in 1984 than in 1980.
    (B) Jewish voters were the only group that did not register gains for Reagan between 1980 and 1984.
    (C) In terms of support for Reagan, the gap between men and women grew between 1980 and 1984.
    (D) In terms of support for Reagan, the gap between Black voters and White voters grew between 1980 and 1984.
    (E) In terms of support for Reagan, the gap between younger voters and older voters grew between 1980 and 1984.

24. Political socialization is the process by which

    (A) the use of private property is regulated by the government
    (B) governments communicate with each other
    (C) public attitudes toward government are measured and reported
    (D) political values are passed to the next generation
    (E) children are trained for successful occupations

25. Which of the following is true of a presidential veto of a piece of legislation?

    (A) It is rarely overridden by Congress.
    (B) It is not binding unless supported by the cabinet.
    (C) It can only be sustained on revenue bills.
    (D) It is automatically reviewed by the United States Supreme Court.
    (E) It is subject to approval by a congressional committee.

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Answers to Multiple-Choice Questions

1–C	6–D	11–A	16–C	21–A
2–D	7–D	12–A	17–B	22–E
3–D	8–E	13–D	18–D	23–D
4–E	9–D	14–D	19–A	24–D
5–D	10–B	15–B	20–A	25–A

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Sample Free-Response Questions

In the free-response section of the exam, students have 100 minutes to answer four questions. The score on each response will account for one-fourth of the student's total free-response score, so students should spend approximately one-fourth of their time (25 minutes) answering each question. The questions generally ask students to integrate knowledge and respond to questions from the different content areas. They may require a discussion of examples, the elucidation or evaluation of general principles of U.S. government and politics, and/or the analysis of political relationships that exist and events that occur in the United States. Students are expected to show both analytic and organizational skills and to incorporate specific examples in their responses. A student may be expected to interpret and analyze material in a table, chart, or graph and draw logical conclusions from such data in relation to general concepts or relationships in politics. Students should read each question carefully and perform the tasks asked for by each question.

Directions: You have 100 minutes to answer all four of the following questions. Unless the directions indicate otherwise, respond to all parts of all four questions. It is suggested that you take a few minutes to plan and outline each answer. Spend approximately one-fourth of your time (25 minutes) on each question. In your response, use substantive examples where appropriate. Make certain to number each of your answers as the question is numbered below.

1. While interest groups and political parties each play a significant role in the United States political system, they differ in their fundamental goals.
   (a) Identify the fundamental goal of interest groups in the political process.
   (b) Identify the fundamental goal of major political parties in the political process.
   (c) Describe two different ways by which interest groups support the fundamental goal of political parties in the political process.
   (d) For one of the forms of support you described in (c), explain two different ways in which that form of support helps interest groups to achieve their fundamental goal in the political process.

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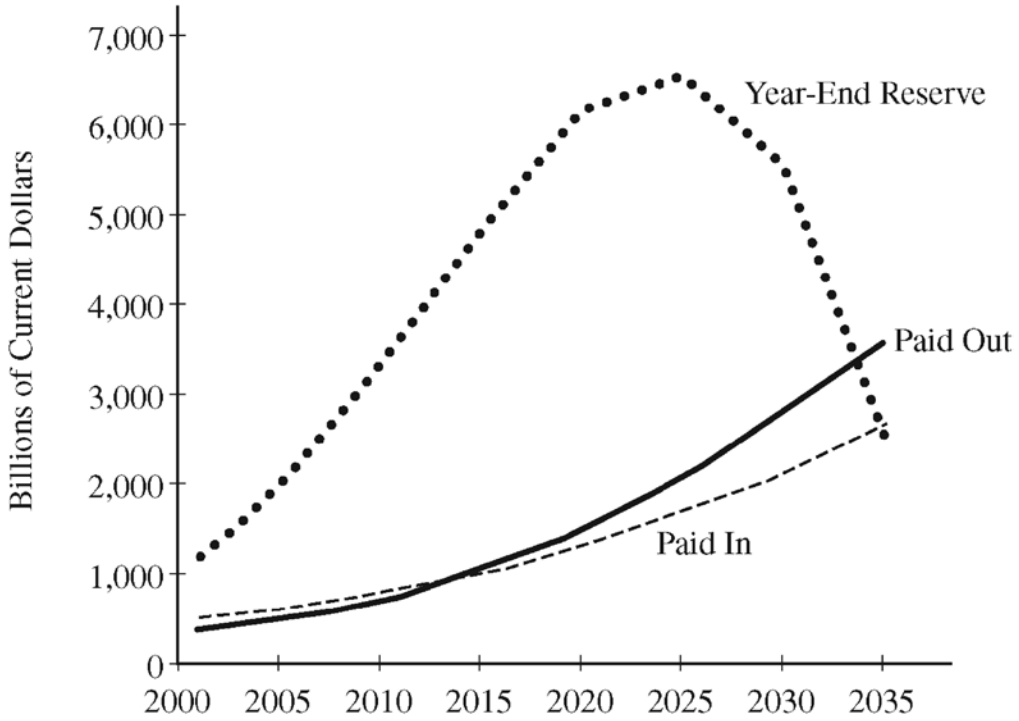
SOCIAL SECURITY RECEIPTS, SPENDING, AND RESERVE ESTIMATES, 2001–2035



Source: 2001 OASDI Trustees Report

2. In recent decades, entitlement programs have constituted a substantial portion of the United States federal budget. Social Security is the largest entitlement program in the United States. From the information in the chart above and your knowledge of United States government and politics, perform the following tasks.

   (a) Define entitlement program.

   (b) What is the primary source of revenue for the Social Security program?

   (c) Identify one threat to the future of the Social Security program should the trends depicted in the chart above continue.

   (d) Describe one demographic trend that threatens the future of the Social Security program AND explain how it is responsible for the threat that you identified in (c).

   (e) Explain how any one of the trends in the chart above would change if the age of eligibility for Social Security were raised.

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3. The United States Congress and the President together have the power to enact federal law. Federal bureaucratic agencies have the responsibility to execute federal law. However, in the carrying out of these laws, federal agencies have policy-making discretion.

   (a) Explain two reasons why Congress gives federal agencies policy-making discretion in executing federal laws.

   (b) Choose one of the bureaucratic agencies listed below. Identify the policy area over which it exercises policy-making discretion AND give one specific example of how it exercises that discretion.

   Environmental Protection Agency (EPA)

   Federal Communications Commission (FCC)

   Federal Reserve Board

   (c) Describe two ways in which Congress ensures that federal agencies follow legislative intent.

4. The framers of the United States Constitution created a legislative system that is bicameral. However, it is not just bicameral; the framers also established two houses of distinctly different character and authority.

   (a) Discuss two reasons why the framers created a bicameral legislature.

   (b) Identify one power unique to the House of Representatives and explain why the framers gave the House that power.

   (c) Identify one power unique to the Senate and explain why the framers gave the Senate that power.

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Comparative Government and Politics

THE COURSE

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. For example, we only know that a country has a high population growth rate or serious corruption when we compare it to other countries. Careful comparison of political systems produces useful knowledge about the institutions and policies countries have employed to address problems, or, indeed, what they have done to make things worse. We can compare the effectiveness of policy approaches to poverty or overpopulation by examining how different countries solve similar problems. Furthermore, by comparing the political institutions and practices of wealthy and poor countries, we can begin to understand the political consequences of economic well-being. Finally, comparison assists explanation. Why are some countries stable democracies and not others? Why do many democracies have prime ministers instead of presidents?

In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course should cover specific countries and their governments. Six countries form the core of the AP Comparative Government and Politics course: China, Great Britain, Iran, Mexico, Nigeria, and Russia.[1] By using these six countries, the course can move the discussion of concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country settings. The following sections provide general descriptions of the major themes and concepts of the course.

Goals

Students successfully completing this course will:

- understand major comparative political concepts, themes, and generalizations
- have knowledge of important facts pertaining to the governments and politics of China, Great Britain, Iran, Mexico, Nigeria, and Russia
- understand typical patterns of political processes and behavior and their consequences
- be able to compare and contrast political institutions and processes across countries and to derive generalizations
- be able to analyze and interpret basic data relevant to comparative government and politics

1. We recognize that the official names of these countries are People's Republic of China, United Kingdom of Great Britain and Northern Ireland, Islamic Republic of Iran, United Mexican States, Federal Republic of Nigeria, and Russian Federation, respectively. However, for purposes of the AP Comparative Government and Politics Exam, we use the commonly known forms of these names.

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Topics

I. Introduction to Comparative Politics

The beginning of a college comparative politics course and the beginning of most textbooks in comparative politics introduce students to the study of politics by explaining how political scientists study politics and why it is important for students to be informed about politics abroad. It is useful to distinguish between normative, or value-related, questions and empirical or factual questions at this early stage, and to emphasize that political scientists are interested in both sorts of questions. In explaining how political scientists divide up their field of study, it is important to make clear what comparative inquiry has to offer.

We live in an interdependent world: what happens in Mexico, for example, impacts the United States. This point provides a good opportunity to introduce the theme of globalization and the general political and economic permeability of national borders. It is here that teachers will want to contrast the concepts of state, nation, regime, and government—a lesson inevitably leading to discussions about legitimacy, authority, and bases of political power, as well as the differences between these concepts. Thus, students might learn that the "state" is generally used to refer to the political power exercised over a defined geographic territory through a set of public institutions, in contrast to the "nation," which is often understood as a human community with a shared culture and history. This course treats governments as collections of individuals who occupy political office or exercise state power, whereas regimes are treated as the sets of rules and institutions that control access to, and exercise of, political power and that typically endure from government to government. Regime change occurs when these rules and institutions are replaced.

Students will need to grasp the conceptual differences between and similarities among types of political systems. Despite vast differences between economies and regime types, most countries face similar challenges, including those presented by the natural environment, social and ethnic diversity, economic performance, and the delivery of health care to citizens.

II. Sovereignty, Authority, and Power

The study of politics requires an understanding of power. Comparative politics recognizes that power is territorially organized into states, or countries, that more or less control what happens within their borders, which is to say that they exercise sovereignty. At the same time, it is important that students recognize that there has not always been a system of states. The modern nation-state first emerged in Europe in the seventeenth century. Today there are some challenges to the sovereignty of the nation-state in the form of supranational systems of governance, such as the emerging European Union (EU) and the Economic Community of West African States (ECOWAS). It is also important to emphasize that sovereignty can be affected by internal divisions over power and its distribution.

Across national borders, the sources of power that are the foundation for politics vary in importance, and these different sources have an effect on the construction of the rules of politics. These rules—which generally take the form of constitutions—

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need to be understood in this context. Constitutions define both the role and constituent parts of a government and the limits and obligations of government with respect to the rights of citizens. Studying different types of political regimes, from forms of democracy to the various nondemocratic forms, enables students to gain a clearer picture of how states strike a balance between citizen rights and government power. The exercise of power requires justification, and political scientists use the concept of legitimacy to refer to the popularly accepted use of power by a government. Students must conceptualize the different ways in which political legitimacy is expressed in states, as well as recognize when legitimacy has been lost.

State power is exercised within the context of specific economic systems. The course should introduce students to the scope and role of government in the economy. Students also should be familiar with belief systems that might form the foundation for claims to legitimacy. Ultimately both the belief systems that strengthen the legitimacy of the political system and the structures of the economy will have an impact on governmental effectiveness, capacity, and control over state resources. Students should seek to understand the basics of the relationship between sources of authority, political power, and governance.

Political scientists are interested in political culture, core values, and beliefs, and how these values are fostered and disseminated through the process of political socialization. Such values are often organized in specific ideologies that influence the direction of the exercise of power. Students should be encouraged to explore the differences in political values and beliefs. For instance, in some countries religious belief systems play this important political role. In other countries more overt political agendas and ideologies perform this role.

III. Political Institutions

The study of political institutions should include the formal structure and workings of states and governments. In this introductory course, this means that students should master knowledge about different authority systems and government structures. A deep level of detail is not expected; rather, students should become familiar with the more general descriptions of major political institutions. Determining what levels to focus on should be driven by the contextual environment in each of the six countries. Thus, for example, every state has multiple levels of authority, though the powers that correspond to each vary widely. Some countries keep most policymaking at the national level, while others distribute powers more widely to regions and localities. Depending on the country, some authority is now passing to supranational organizations such as the European Union (EU) as well.

It is important that students are familiar with the branches of government in the countries they study and understand how these branches relate to one another. Students should understand different arrangements of executive power, different legislative structures, and the different models of executive–legislative relations. Beyond basic concepts such as parliamentary and presidential systems, or separation and fusion of power, students should be able to characterize the advantages and drawbacks of different institutional arrangements and understand how executive and legislative policymakers interact with other branches of the state apparatus. Some

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countries, such as Great Britain, have independent court systems, while China and others do not. Often, these judicial features depend on the roots of the legal system—whether the system uses code or common law, ideology, custom and traditional authority, or religious codes. Students should understand the implications of whether a country has judicial review and whether it operates through an independent national court system, theocratic oversight, or supranational courts.

Note, however, that the course curriculum must take students beyond constitutional arrangements. Since politics has both formal and informal components, students need to understand formal constitutional patterns as well as procedures that are more informal. In this context, comparing institutions in different political and country settings will be very helpful. For instance, students should understand how political elites are recruited and how political preferences are aggregated. The countries studied offer examples of the major electoral systems, as well as cases of one-party systems (China); dominant-party systems (Mexico under the PRI); two-party systems (Great Britain); and multiparty systems (Russia, contemporary Mexico, Nigeria, and Iran since the late 1990s). The number of parties in a particular country is usually connected to the country's social cleavages as well as the electoral system. Students should also explore how interest groups exercise political influence and be able to apply the concepts of corporatism and pluralism.

The six countries covered in the AP course provide good examples of how the exercise of real political power often does not correspond to the model implied by formal political structures. For China, Nigeria, and Mexico before the PRI's decline, revealing contrasts can be drawn between written constitutions and informal political realities. The composition and recruitment of political elites and how they are linked to other elites in society reveal much about informal political power.

The bureaucracy is a crucial part of the political system. Technical experts advise and administer policy that, in principle, is fashioned by political leaders. The ideological sympathies and traditions (e.g., professionalism) of the bureaucracy and its channels of recruitment influence its political role. The military also affects politics in many countries through informal pressure, as in China and Russia, or through periodic seizures of power, as in Nigeria. The professional or political role of the armed forces and the nature of civilian control over them varies across countries and time. The intelligence community or secret police can be an additional locus of coercion. Similarly, the judiciary plays a variety of roles in the six countries; in some places it exhibits important levels of autonomy, and in other countries it is used to establish religious or ideological domination. Students should become familiar with the ways in which the judiciary does or does not exercise independent power and how it shapes public policies and political practices of citizens as well as of the state.

IV. Citizens, Society, and the State

Ultimately, politics hinges on the interactions between state and society. Therefore, the course should not be confined to the internal workings or the institutional underpinnings of states. Through country cases, students can learn how certain kinds of cleavages such as ethnicity, religion, or class become politically relevant. Some regimes like China and Iran have formal arrangements for representing social groups such as ethnic or religious minorities. A country's political patterns are influenced by

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the characteristics and demands of its population. Institutions can blunt or exacerbate cleavages in society. The countries studied in this course provide ample evidence for pursuing questions about how states manage and respond to deeply held divisions among their citizens.

Gaining an understanding of civil society both conceptually and within countries gives students useful tools to explore the ways in which state power is mediated and the power of citizens may be enhanced. Much of politics is affected by the extent and nature of citizen organization independent of the state. Interest groups and social networks assist in the generation of social capital and mobilize political forces. The interaction between type of regime and patterns in civil society is often crucial. Students should explore the range of ways that a citizenry can act politically, through both traditional means such as voting and more forceful political action such as strikes and insurgencies. Events in some of the covered countries, such as Iran's 1979 revolution, China's 1989 Tiananmen crisis, and Mexico's 1994 Chiapas revolt, provide examples of extraordinary political pressures. The emergence of global civil society, such as transnational networks of human rights and environmental groups, is also having a significant effect on government–citizen relations.

The media have also played an important role, not only within countries but as purveyors of global culture. Students should consider the relations between the various media and the state, as well as the ways the media influence and shape public perceptions, beliefs, and practices.

Citizens participate in politics in a variety of ways. A significant form of political behavior in most societies is political participation. Students should learn how to define the concept and be able to describe the ways in which political participation can both support and undermine a political system. Since participation can take a variety of forms and be either voluntary or coerced, students will need to discuss the different ways that citizens in China, for instance, participate and contrast those methods with methods used by citizens in other countries. In this process, students should be exposed to the continuum of participation, ranging from behavior supportive of a regime to behavior that seeks to change or overthrow it.

Participation takes both individual and group forms. In political science, citizen participation is often framed by social movements as well as by more organized interest groups. Contemporary social movements—ranging from antiglobalization to environmental issues, civil rights, and enfranchisement claims—have specific forms and particular methods. While it would be impossible to cover all the social movements in each of the countries, the curriculum should enable students to gain some insight into major social movements. In this process, students will need to grapple with the connection between social movements, interest groups, and representation, especially since this is often the most basic claim put forward by groups demanding the attention of their states.

V. Political and Economic Change

Much of the cross-case coverage will inevitably deal with processes of change, since this has been a primary theme of politics. One way to introduce students to the notion of change is to explore the interaction between political and economic trends. The

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countries studied will provide illustrative examples of this interaction, which can take the form of political and economic reform, revolutions, and even coups d'état. Students should be able to distinguish among these types of political and economic change.

Since the end of the Cold War, a wave of democratization has occurred throughout much of the developing world and in the former Communist bloc. Comparing Russia, Mexico, and Nigeria in light of their democratic transitions offers an interesting study in contrasts. The study of democratization should include examination of the preconditions, processes, and outcomes of these transitions. The success of democratization can be compared across countries, just as contrasts can be drawn with countries like China in which democratization has barely begun or has foundered. Democratic consolidation often requires new elite pacts, constitutional arrangements to minimize conflict, and acceptance of democracy by key social groups. The economic preconditions and effects of stable democracy will provide a useful counterpoint to studies of countries facing the upheavals of political change. In addition to democratization, students should reflect on the conditions that lead to breakdowns of authoritarianism. Cleavages within a regime, breakdowns in state capacity, international pressure, and a substantial degree of mobilization by opponents are all frequently associated with regime change.

All six countries studied in the AP course have undergone significant economic policy shifts over the past 25 years. Students should investigate the consequences of economic reform packages. Not only should students understand the basic economic policies, but they also need to understand the interaction between domestic economic reforms and their political effects. For instance, countries such as China and Mexico have revised fundamental national "bargains," changing the relationship between capital and labor that dates back half a century or more. Students should be encouraged to trace outcomes such as income gaps, rising standards of living, or differential access to social services and education to economic policies and their impact. Within the context of economic change, the course should address issues such as corruption and economic inequality.

Students should be introduced to a variety of approaches to development, such as dependency, import substitution industrialization, export-led growth, and globalization, given that political and economic interdependence among countries has become increasingly important. How do global and domestic forces interact in such a context? Certain previously domestic economic policy responsibilities have been pooled by participating states in supranational organizations such as the World Trade Organization (WTO) and the EU. Additionally, some attention should be given to the dynamics of globalization. Students should evaluate how these dynamics bear on themes such as sovereignty and the ideal of the nation-state. Some responses to globalization reaffirm the sovereignty of the modern state, while others transcend it by taking religious, cultural, or ethnic identities as a reference point. Furthermore, the cultural aspects of globalization must be examined. Fragmentation and the interplay between a worldwide consumer culture and class, gender, ethnic, and religious identities are important aspects to consider.

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VI. Public Policy

Public policy will require analysis within each country as well as comparatively. Policy issues need to be approached both as domestic and as global policy matters, since there are broad and enduring policy areas common to most countries: How to ensure successful economic performance where poverty is widespread? How to provide for social welfare needs for citizens? How to extend and protect individual liberties and freedoms? In every state, the approach to these problems will be different, but in all states, these recurring puzzles demand the attention of the state's policymakers.

Policymaking is influenced by a broad range of factors. First, consideration must be given to formal and informal institutional influences on policymaking. Interest groups, political parties, and executive, judicial, and legislative branches all participate in the creation of policy. For many of the systems studied, changes in the economic substructure have been the result of policy changes as well as causal factors in policy development. For example, privatization in Mexico has resulted in changing policy needs. Often, conservative economic trends that move away from the traditional social welfare state and its benefits also have an impact on liberal/left party politics, as has happened in the Labour Party of Great Britain. Interest groups make different demands on government, with different consequences for public policy.

Second, development strategies have changed over time and resulted in numerous shifts and alterations in policy requirements. Thus, as the Chinese economy has transformed to a market socialist system, policymakers have been confronted with unintended consequences in noneconomic areas such as population and education. Likewise, Russian economic structural changes since 1990 have caused a wide range of policy challenges in the areas of civil rights, environmental concerns, and so on.

Third, global pressures are exerted on policymakers in both developed and developing systems. International agreements and organizations such as the WTO, the World Bank, the EU, the North American Free Trade Agreement (NAFTA), and the International Monetary Fund (IMF) push for policy changes in all six of the systems studied. Many of the countries have witnessed considerable policy debates over such issues as sovereignty and the conflicting interests of world and domestic policy needs. Globalization creates considerable tension in areas such as environmental policy, income distribution, taxation policy, and the like. Very often, global considerations have produced a divergence among different interest groups within the system itself.

Policy concerns are broad and may differ from country to country. Issues may include social welfare policy (including education, pension policy, poverty issues); civil liberties, rights, and freedoms; the environment; control and management of natural resources; economic performance (including employment, inflation, monetary policy in general, income distribution); and population and migration policies. Gender and ethnicity are also critical concerns to policymakers in all systems. Students should be able to discuss and analyze policy differences in a comparative context, exploring how different systems create different solutions to domestic and global problems.

Throughout the course, students should develop the ability to move back and forth between conceptualizing political problems and the practice of politics in the different countries. The emphasis should be on broad trends that allow comparison, rather than on details that are unrelated to larger trends and concepts.

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Curriculum Outline

Below is an outline of the major content areas covered by the AP Exam in Comparative Government and Politics. The multiple-choice portion of the exam is devoted to each content area in the approximate percentages indicated. The free-response portion of the exam will test students in some combination of the six major categories outlined below. The outline is a guide and is by no means an exhaustive list of topics or the preferred order of topics.

All percentages are +/− 5%.

Content Area	*Percentage Goals for Exam (multiple-choice section)*
I. Introduction to Comparative Politics	5%
A. Purpose and methods of comparison and classification	
1. Ways to organize government	
2. Normative and empirical questions	
B. Concepts (state, nation, regime, government)	
C. Process and policy (what is politics; purpose of government; what are political science and comparative politics; common policy challenges)	
II. Sovereignty, Authority, and Power	20%
A. Political culture, communication, and socialization	
B. Nations and states	
C. Supranational governance (e.g., European Union)	
D. Sources of power	
E. Constitutions (forms, purposes, application)	
F. Regime types	
G. Types of economic systems	
H. State building, legitimacy, and stability	
I. Belief systems as sources of legitimacy	
1. Religion	
2. Ideology (liberalism, communism, socialism, conservatism, fascism)	
J. Governance and accountability	
III. Political Institutions	35%
A. Levels of government	
1. Supranational/national/regional/local	
2. Unitary/federal	
3. Centralization/decentralization	
B. Executives (head of state, head of government, cabinets)	
1. Single or dual	
2. President	
3. Prime Minister	

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Content Area — *Percentage Goals for Exam (multiple-choice section)*

C. Legislatures
   1. Unicameral/bicameral (symmetric/asymmetric)
   2. Organization
   3. Membership (representation)
D. Parliamentary and presidential systems
   1. Institutional relations
E. Elections
   1. Presidential
   2. Parliamentary
   3. Referendums
   4. Noncompetitive
F. Electoral systems
   1. Proportional representation
   2. Single member district (plurality, majority runoff)
G. Political parties (organization, membership, institutionalization, ideological position)
H. Party systems
I. Leadership and elite recruitment
J. Interest groups and interest group systems
K. Bureaucracies
L. Military and other coercive institutions
M. Judiciaries
   1. Degrees of autonomy
   2. Judicial review (including European Union in relation to states, citizens)
   3. Types of law

IV. Citizens, Society, and the State 15%
A. Cleavages and politics (ethnic, racial, class, gender, religious, regional)
B. Civil society and social capital
C. Media roles
D. Political participation (forms/modes/trends) including political violence
E. Social movements
F. Citizenship and representation

V. Political and Economic Change 15%
A. Revolution, coups, and war
B. Trends and types of political change (including democratization)
   1. Components
   2. Promoting or inhibiting factors
   3. Consequences
C. Trends and types of economic change (including privatization)
   1. Components
   2. Promoting or inhibiting factors
   3. Consequences

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Content Area — *Percentage Goals for Exam (multiple-choice section)*

D. Relationship between political and economic change
E. Globalization and fragmentation: interlinked economies, global culture, reactions against globalization, regionalism
F. Approaches to development

VI. Public Policy 10%
A. Common policy issues
1. Economic performance
2. Social welfare (e.g., education, health, poverty)
3. Civil liberties, rights, and freedoms
4. Environment
5. Population and migration
6. Economic development
B. Factors influencing public policymaking and implementation
1. Domestic
2. International

THE EXAM

The AP Comparative Government and Politics Exam is 2 hours and 25 minutes long. It includes a 45-minute multiple-choice section consisting of 55 questions and a 100-minute free-response section consisting of 5 short-answer concept questions, 1 conceptual-analysis question, and 2 country-context questions. The two sections are designed to complement each other and to measure a wide range of skills and knowledge.

Sample Multiple-Choice Questions

The following sample questions reflect both the topics and the levels of difficulty in questions found in the actual exam. All six countries may be covered in this section.

Students often ask whether they should guess on the multiple-choice section. Haphazard or random guessing is unlikely to improve scores, because one-fourth of a point is subtracted from the score for each incorrect answer. But students who have some knowledge of the question and can eliminate one or more choices will usually find it advantageous to select the best answer from the remaining choices. An answer key to the sample multiple-choice questions is on page 36.

1. In the developed and developing worlds, respectively, the greatest demographic pressures on policy come from which of the following?

	Developed	Developing
(A)	Gender imbalances	Aging
(B)	Aging	Overpopulation
(C)	Emigration	Immigration
(D)	Overpopulation	High death rates
(E)	High birth rates	Emigration

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2. An illiberal democracy would typically be characterized by

   (A) high voter turnout in single-party elections
   (B) military rule coupled with political freedoms
   (C) colonial rule and a procedure-based legal system
   (D) market-based economic arrangements and limited suffrage
   (E) elections coupled with restrictions on individual civil liberties

3. In which of the following groups of countries has Islam served as a key symbol for regional political movements?

   (A) Great Britain, China, Nigeria
   (B) Mexico, Russia, Iran
   (C) Nigeria, Great Britain, Iran
   (D) Nigeria, Russia, China
   (E) Russia, Mexico, China

4. Compared to parties in a proportional-representation system, parties in a single-member-district system are typically

   (A) less centrist
   (B) less ideological and less class-based
   (C) more region-specific
   (D) more likely to have their own social networks
   (E) more tightly linked to specific cultural identities

5. The political systems of Mexico, Nigeria, and Russia all have

   (A) common-law legal systems
   (B) two-ballot systems for presidential selection
   (C) effective independent judiciaries with judicial review
   (D) unitary systems with strong states and a weak central government
   (E) bicameral legislatures based partly on regions and partly on population

6. Which of the following is typically a function of the head of state in a parliamentary system?

   (A) Making foreign policy
   (B) Greeting new foreign ambassadors
   (C) Giving final rulings in judicial appeals
   (D) Approving a comprehensive annual budget
   (E) Assembling a majority coalition in the legislature

7. The major motivation for neoliberal economic reforms in Mexico and Nigeria has come from which of the following?

   (A) Political uprising by the urban poor
   (B) Collapse of longstanding labor unions
   (C) Widespread opposition to globalization
   (D) Debt burdens and pressures from international lenders
   (E) The need to expand the economic base for military modernization

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8. Which of the following is a feature of the Iranian political system?

   (A) Male suffrage only
   (B) The President must also be a cleric
   (C) The religious character of the state
   (D) Diplomatic recognition only of Muslim states
   (E) Having a Supreme Religious Leader, a Prime Minister, and a President

9. In British politics, which of the following has created the most conflict over the European Union?

   (A) Tax policy
   (B) Health policy
   (C) Defense policy
   (D) Regional policy
   (E) Monetary policy

10. Which of the following political blocs would be most likely to favor nationalization of large industrial enterprises?

    (A) Liberals
    (B) Islamists
    (C) Socialists
    (D) Libertarians
    (E) Conservatives

11. The low number of parliamentary seats in the House of Commons held by Great Britain's Liberal Democratic Party is due mainly to

    (A) the effects of devolution
    (B) ideological radicalism that alienates centrist voters
    (C) its opposition to membership in the European Union
    (D) the effects of the single-member-district electoral system
    (E) frequent defection of its members of Parliament to other parties

12. Which of the following groups of countries all have code-law legal systems?

    (A) Great Britain, Nigeria, Iran
    (B) Great Britain, Russia, Nigeria
    (C) China, Mexico, Iran
    (D) China, Russia, Mexico
    (E) Russia, Mexico, Great Britain

13. Which of the following is an achievement of the Maoist period that has been overturned by economic reforms in China?

    (A) Guaranteed employment
    (B) Extensive female employment
    (C) Effective environmental policies
    (D) Competitive educational opportunities
    (E) State subsidies for defense industries

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14. Which of the following is the best example of charismatic authority?

    (A) Tony Blair
    (B) Vicente Fox
    (C) Margaret Thatcher
    (D) Mohammad Khatami
    (E) Ayatollah Khomeini

15. In the twentieth century, the greatest social cleavage manifested in British politics was

    (A) class
    (B) gender
    (C) religion
    (D) urban versus rural
    (E) native versus immigrant

16. Which of the following is NOT a common form of corruption in China?

    (A) Tax evasion
    (B) Bribing police
    (C) Illegal profiteering
    (D) Ballot-counting fraud in national elections
    (E) Fee extortion by Communist Party officials

17. Nigeria's multistate structure was primarily designed to

    (A) promote economic development
    (B) reduce loyalty to the previous military regime
    (C) splinter the power of its main ethnic groups
    (D) mobilize higher voter turnout in local elections
    (E) allocate resources from the federal government more directly

18. A pluralist interest group system is best characterized by

    (A) high levels of control by business elites in policymaking
    (B) competition among multiple associational groups
    (C) negotiations among groups with government support
    (D) a system wherein only the interests of the government are considered
    (E) the inclusion of only a few corporations during the public policymaking process

19. A theocracy is best described as a political system based on

    (A) military authority
    (B) maternal authority
    (C) clerical authority
    (D) popular sovereignty
    (E) major party dominance

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20. One of the chief criticisms of corporatism is that it

    (A) encourages labor unrest
    (B) creates too many groups
    (C) often limits representative processes
    (D) involves too little government participation
    (E) involves too little interest group participation

21. Cleavages that split a society into different groups with regard to different issues are referred to as

    (A) stabilizing
    (B) coinciding
    (C) corporatist
    (D) subordinate
    (E) crosscutting

22. Gross domestic product (GDP) is a measure used to compare countries with respect to

    (A) their average cost of living
    (B) the general health of their citizens
    (C) the efficiency of their bureaucracies
    (D) the output of their economies
    (E) the degree of professionalism of their militaries

23. Which of the following concepts most accurately characterizes Mexico's Institutional Revolutionary Party (PRI)?

    (A) Pluralist
    (B) Socialist
    (C) Capitalist
    (D) Corporatist
    (E) Internationalist

24. The most persistent political challenge facing Nigeria since independence has been

    (A) border disagreements
    (B) the weakness of its military
    (C) ideologically driven insurgencies
    (D) regional and ethno-religious cleavages
    (E) its lack of resources and foreign exchange

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25. Which of the following is a core principle of the present-day Islamist regime in Iran?

    (A) Promotion of social justice through class struggle
    (B) Violent conflict with the West to promote religious conversions
    (C) Closer connection of Islam with its pre-Islamic Persian identity
    (D) Accommodation of Islam to a constitutional framework
    (E) Nonmembership in the Organization of Petroleum Exporting Countries (OPEC) because of non-Muslim OPEC members

Answers to Multiple-Choice Questions

1 – B	6 – B	11 – D	16 – D	21 – E
2 – E	7 – D	12 – D	17 – C	22 – D
3 – D	8 – C	13 – A	18 – B	23 – D
4 – B	9 – E	14 – E	19 – C	24 – D
5 – E	10 – C	15 – A	20 – C	25 – D

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Sample Free-Response Questions
(50% of exam grade)

Type: Short-Answer Concepts
Time: 30 minutes
Weight: 25% of free-response grade

Students will provide brief definitions or descriptions of five concepts or terms, noting their significance. Students may be asked to provide an example of the concept in one or more of the countries studied or to contrast concepts.

1. How are legislative seats distributed in a proportional representation system?
2. Define and contrast the concepts of "state" and "nation."
3. Define political legitimacy and identify one source of political legitimacy in Iran.
4. Define "political cleavage" and identify the difference between crosscutting and coinciding (cumulative) cleavages.
5. Define the concept of "corporatism."

Type: Conceptual Analysis
Time: 30 minutes
Weight: 25% of free-response grade

This question requires students to use major concepts from comparative politics, identify and explain important relationships, and, where appropriate, discuss the causes and implications of politics and policy.

1. Define "revolution." Explain how revolutions are distinct from other forms of political change. Describe one political institution and one public policy, and explain how each would help reduce the chances of revolution.

Type: Country Context
Time: 40 minutes (20 minutes each for two questions)
Weight: 50% of free-response grade (two questions at 25% per question)

Two questions will require students to use core concepts in an analysis of one or more of the countries studied. For example, students might be asked to discuss a concept and then apply this concept in a comparative context.

1. Define the concept of economic globalization and explain two ways it has affected policy in China or Mexico or Nigeria over the past 10 years.
2. Both Great Britain and Russia have Prime Ministers. While the British Prime Minister is well known, the Russian Prime Minister is not. Explain how two factors account for the differences in the two Prime Ministers' powers.

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AP® Program Essentials

The AP Reading

Each year in June, the free-response section of the exams, as well as the AP Studio Art portfolios, are scored by college faculty and secondary school AP teachers at the AP Reading. Thousands of Readers participate, under the direction of a Chief Reader (a college professor) in each AP subject. The experience offers both significant professional development and the opportunity to network with like-minded educators.

If you are an AP teacher or a college faculty member and would like to serve as a Reader, you can apply online at apcentral.collegeboard.com/readers. Alternatively, you can send an e-mail to apreader@ets.org or call Performance Assessment Scoring Services at 609 406-5384.

AP Grades

The Readers' scores on the essay and problem-solving questions are combined with the results of the computer-scored multiple-choice questions, and the total raw scores are converted to a composite score on AP's 5-point scale:

AP GRADE	QUALIFICATION
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Grade Distributions

Many teachers want to compare their students' grades with national percentiles. Grade distribution charts are available at AP Central, as is information on how the grade boundaries for each AP grade are established. Grade distribution charts are also available on the AP student site at www.collegeboard.com/apstudents.

Why Colleges Grant Credit, Placement, or Both for AP Grades

Colleges know that the AP grades of incoming students represent a level of achievement equivalent to that of students who take the same course in the colleges' own classrooms. That equivalency is ensured through several AP Program processes:

- College faculty serve on the committees that develop the Course Descriptions and exams in each AP course.
- College faculty are responsible for standard setting and are involved in the evaluation of student responses at the AP Reading.
- AP courses and exams are reviewed and updated regularly based on the results of curriculum surveys at up to 200 colleges and universities, collaborations among the College Board and key educational and disciplinary organizations, and the interactions of committee members with professional organizations in their discipline.

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- Periodic college comparability studies are undertaken in which the performance of college students on AP Exams is compared with that of AP students to confirm that the AP grade scale of 1 to 5 is properly aligned with current college standards.

In addition, the College Board has commissioned studies that use a "bottom-line" approach to validating AP Exam grades by comparing the achievement of AP students with non-AP students in higher level college courses. For example, in the 1998 Morgan and Ramist "21-College" study, AP students who were exempted from introductory courses and who completed a higher level course in college compared favorably, on the basis of their college grades, with students who completed the prerequisite first course in college, then took the second, higher level course in the subject area. Such studies answer the question of greatest concern to colleges: Are AP students who are exempted from introductory courses as well prepared to continue in a subject area as students who took their first course in college? To see the results of several college validity studies, visit apcentral.collegeboard.com/colleges/research. (The complete Morgan and Ramist study can be downloaded from the site.)

Guidelines on Setting Credit and Placement Policies for AP Grades

The College Board has created two useful resources for admissions administrators and academic faculty who need guidance on setting an AP policy for their college or university. The printed guide *AP and Higher Education* provides guidance for colleges and universities in setting AP credit and placement policies. The booklet details how to set an AP policy, summarizes AP research studies, and describes in detail course and exam development and the exam scoring process. AP Central has a section geared toward colleges and universities that provides similar information and additional resources, including links to all AP research studies, Released Exam questions, and sample student responses at varying levels of achievement for each AP Exam. Visit apcentral.collegeboard.com/highered.

The *Advanced Placement Policy Guide* for each AP subject is designed for college faculty responsible for setting their department's AP policy. These folios provide content specific to each AP Exam, including validity research studies and a description of the AP course curriculum. Ordering information for these and other publications can be found in the AP Publications and Other Resources section of this Course Description.

College and University AP Credit and Placement Policies

Each college and university sets its own AP credit and placement policies. The AP Program has created an online search tool, AP Credit Policy Info, that provides links to credit and placement policies at hundreds of colleges and universities. The tool helps students find the credit hours and advanced placement they can receive for qualifying exam scores within each AP subject. AP Credit Policy Info is available at www.collegeboard.com/ap/creditpolicy.

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AP Scholar Awards

The AP Program offers a number of AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through consistently high performance on AP Exams. Although there is no monetary award, students receive an award certificate, and the achievement is acknowledged on grade reports sent to colleges following the announcement of the awards. For detailed information about AP Scholar Awards (including qualification criteria), visit AP Central or contact the College Board's national office. Students can find this information at www.collegeboard.com/apstudents.

AP Calendar

The *AP Program Guide* for education professionals and the *Bulletin for AP Students and Parents* provide important Program information and details on the key events in the AP calendar. Information on ordering or downloading these publications can be found at the back of this book.

Exam Security

All parts of every AP Exam must be kept secure at all times. Forty-eight hours after the exam has been administered, the inserts containing the free-response questions (Section II) can be made available for teacher and student review.* **However, the multiple-choice section (Section I) must remain secure both before and after the exam administration.** No one other than students taking the exam can ever have access to or see the questions contained in Section I—this includes AP Coordinators and all teachers. The multiple-choice section must never be shared, copied in any manner, or reconstructed by teachers and students after the exam. **Schools that knowingly or unknowingly violate these policies will not be permitted to administer AP Exams in the future and may be held responsible for any damages or losses the College Board and/or ETS incur in the event of a security breach.**

Selected multiple-choice questions are reused from year to year to provide an essential method of establishing high exam reliability, controlled levels of difficulty, and comparability with earlier exams. These goals can be attained only when the multiple-choice questions remain secure. This is why teachers cannot view the questions, and students cannot share information about these questions with anyone following the exam administration.

To ensure that all students have an equal opportunity to demonstrate their abilities on the exam, AP Exams must be administered in a uniform manner. **It is extremely important to follow the administration schedule and all procedures outlined in detail in the most recent *AP Coordinator's Manual*.** Please note that AP Studio Art portfolios and their contents are not considered secure testing materials; see the *AP Coordinator's Manual* and the appropriate *AP Examination Instructions* book for further information. The *Manual* also includes directions on how to handle misconduct and other security problems. All schools participating in AP automatically

*The free-response section of the alternate form (used for late testing administration) is NOT released.

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receive printed copies of the *Manual*. It is also available in PDF format at apcentral.collegeboard.com/coordinators. Any breach of security should be reported to the Office of Testing Integrity immediately (call 800 353-8570 or 609 406-5427, fax 609 406-9709, or e-mail tsreturns@ets.org).

Teacher Support

AP Central® (apcentral.collegeboard.com)

You can find the following Web resources at AP Central (free registration required):

- AP Course Descriptions, AP Exam questions and scoring guidelines, sample syllabi, research reports, and feature articles.
- A searchable Institutes and Workshops database, providing information about professional development events. AP Central offers online events that participants can access from their home or school computers.
- The Course Home Pages (apcentral.collegeboard.com/coursehomepages), which contain insightful articles, teaching tips, activities, lab ideas, and other course-specific content contributed by colleagues in the AP community.
- In-depth FAQs, including brief responses to frequently asked questions about AP courses and exams, the AP Program, and other topics of interest.
- Links to AP publications and products (some available for immediate download) that can be purchased online at the College Board Store (store.collegeboard.com).
- Moderated electronic discussion groups (EDGs) for each AP course to facilitate the exchange of ideas and practices.
- Teachers' Resources database—click on the "Teachers' Resources" tab to search for reviews of textbooks, reference books, documents, Web sites, software, videos, and more. College and high school faculty write the reviews with specific reference to the value of the resources in teaching AP courses.

Online Workshops and Events

College Board online events and workshops are designed to help support and expand the high level of professional development currently offered to teachers in Pre-AP and AP workshops and AP Summer Institutes. Because of budgetary, geographical, and time constraints, not all teachers and administrators are able to take advantage of live, face-to-face workshops. The College Board develops and offers both standard and customized online events and workshops for schools, districts, and states in both live and recorded formats. Online events and workshops are developed and presented by experienced College Board consultants and college faculty. Full-day online workshops are equivalent to one-day, face-to-face workshops and participants can earn CEU credits. For more information, visit apcentral.collegeboard.com/onlineevents.

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Pre-AP®

Pre-AP® is a suite of K–12 professional development resources and services designed to help equip middle school and high school teachers with the strategies and tools they need to engage their students in high-level learning, thereby ensuring that every middle school and high school student has the opportunity to acquire a deep understanding of the skills, habits of mind, and concepts they need to succeed in college.

Pre-AP is based on the following premises. The first is the expectation that all students can perform at rigorous academic levels. This expectation should be reflected in the curriculum and instruction throughout the school so that all students are consistently being challenged to bring their knowledge and skills to the next level.

The second important premise of Pre-AP is the belief that educators can prepare every student for higher intellectual engagement by starting the development of skills and the acquisition of knowledge as early as possible. When addressed effectively, the middle school and high school years can provide a powerful opportunity to help all students acquire the knowledge, concepts, and skills needed to engage in a higher level of learning.

Pre-AP teacher professional development explicitly supports the goal of college as an option for every student. It is important to have a recognized standard for college-level academic work. The AP Program provides these standards for Pre-AP. Pre-AP professional development resources reflect the topics, concepts, and skills taught in AP courses and assessed in AP Exams.

The College Board does not design, develop, or assess courses or examinations labeled "Pre-AP." The College Board discourages the labeling of courses as "Pre-AP." Typically, such courses create a track, thereby limiting access to AP classes. The College Board supports the assertion that all students should have access to preparation for AP and other challenging courses. Courses labeled "Pre-AP" can inappropriately restrict access to AP and other college-level work and, as such, are inconsistent with the fundamental purpose of the College Board's Pre-AP initiatives.

Pre-AP Professional Development

Pre-AP professional development is available through workshops and conferences coordinated by the College Board's regional offices. Pre-AP professional development is divided into three categories:

1. **Vertical Teaming**—Articulation of content and pedagogy across the middle school and high school years. The emphasis is on aligning curricula and improving teacher communication. The intended outcome is a coordinated program of teaching skills and concepts over several years.
2. **Classroom Strategies**—Content-specific classroom strategies for middle school and high school teachers. Various approaches, techniques, and ideas are emphasized.

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3. **Instructional Leadership**—Administrators and other instructional leaders examine how to use Pre-AP professional development—especially AP Vertical Teams®—to create a system that challenges all students to perform at rigorous academic levels.

For a complete list of Pre-AP professional development offerings, please contact your regional office or visit apcentral.collegeboard.com/pre-ap.

AP Publications and Other Resources

A number of AP resources are available to help students, parents, AP Coordinators, and high school and college faculty learn more about the AP Program and its courses and exams. To identify resources that may be of particular use to you, refer to the following key.

AP Coordinators and Administrators . . . . . **A**
College Faculty . . . . . **C**
Students and Parents . . . . . **SP**
Teachers . . . . . **T**

Free Resources

Copies of the following items can be ordered free of charge at apcentral.collegeboard.com/freepubs. Items marked with a computer mouse icon can be downloaded for free from AP Central.

The Value of AP Courses and Exams **A, SP, T**

This brochure, available in English and Spanish, can be used by school counselors and administrators to provide parents and students with information about the many benefits of participation in AP courses and exams.

AP Tools for Schools Resource Kit **A**

This complimentary resource assists schools in building their AP programs. The kit includes the video *Experience College Success*, the brochure *The Value of AP Courses and Exams*, and brief descriptions of the AP Credit Policy Info search tool and the Parent's Night *PowerPoint* presentation.

Experience College Success is a six-minute video that provides a short overview of the AP Program, with commentary from admissions officers, college students, and high school faculty about the benefits of participation in AP courses. Each videotape includes both an English and Spanish version.

Bulletin for AP Students and Parents **SP**

This bulletin provides a general description of the AP Program, including information on the policies and procedures related to taking the exams. It describes each AP Exam, lists the advantages of taking the exams, describes the grade reporting process, and includes the upcoming exam schedule. The *Bulletin* is available in both English and Spanish.

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Get with the Program — SP

All students, especially those from underserved backgrounds, should understand the value of a high-quality education. Written especially for students and their families, this bilingual (Spanish/English) brochure highlights the benefits of participation in the AP Program. (The brochure can be ordered in large quantities for students in grades 8–12.)

AP Program Guide — A

This guide takes the AP Coordinator through the school year step-by-step—organizing an AP program, ordering and administering the AP Exams, AP Exam payment, and grade reporting. It also includes information on teacher professional development, AP resources, and exam schedules.

AP and Higher Education — A, C, T

This publication is intended to inform and help educational professionals at the secondary and postsecondary levels understand the benefits of having a coherent, equitable AP credit and placement policy. Topics included are development of AP courses and exams, grading of AP Exams, exam validation, research studies comparing the performance of AP students with non-AP students, uses of AP Exams by students in college, and how faculty can get involved in the AP Program.

Advanced Placement Policy Guides — A, C, T

These policy guides are designed for college faculty responsible for setting their department's AP policy, and provide, in a subject-specific context, information about AP validity studies, college faculty involvement, and AP course curricular content. There are separate guides for each AP subject field.

Priced Publications

The following items can be ordered through the College Board Store at store.collegeboard.com. Alternatively, you can download an AP Order Form from AP Central at apcentral.collegeboard.com/documentlibrary.

Course Descriptions — A, C, SP, T

Course Descriptions are available for each AP subject. They provide an outline of each AP course's content, explain the kinds of skills students are expected to demonstrate in the corresponding introductory college-level course, and describe the AP Exam. Sample multiple-choice questions with an answer key and sample free-response questions are included.

Note: PDF versions of current AP Course Descriptions for each AP subject may be downloaded free of charge from AP Central and the College Board's Web site for students. Follow the above instructions to purchase printed copies. (The Course Description for AP Computer Science is available in electronic format only.)

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Released Exams C, T

Periodically the AP Program releases a complete copy of each exam. In addition to providing the multiple-choice questions and answers, the publication describes the process of scoring the free-response questions and includes examples of students' actual responses, the scoring standards, and commentary that explains why the responses received the scores they did.

Teacher's Guides T

For those about to teach an AP course for the first time, or for experienced AP teachers who would like to get some fresh ideas for the classroom, the *Teacher's Guide* is an excellent resource. Each *Teacher's Guide* contains syllabi developed by high school teachers currently teaching the AP course and college faculty who teach the equivalent course at colleges and universities. Along with detailed course outlines and innovative teaching tips, you'll also find extensive lists of suggested teaching resources.

AP Vertical Team Guides A, T

AP Vertical Teams (APVT) are made up of teachers from different grade levels who work together to develop and implement a sequential curriculum in a given discipline. Teams help students acquire the skills necessary for success in AP courses. To assist teachers and administrators who are interested in establishing an APVT at their school, the College Board has published these guides: *AP Vertical Teams Guide for English; AP Vertical Teams Guide for Mathematics and Statistics; AP Vertical Teams Guide for Science; AP Vertical Teams Guide for Social Studies; AP Vertical Teams Guide for World Languages and Cultures; AP Vertical Teams Guide for Fine Arts, Vol. 1: Studio Art; AP Vertical Teams Guide for Fine Arts, Vol. 2: Music Theory;* and *AP Vertical Teams Guide for Fine Arts, Vols. 1 and 2* (set).

Multimedia

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